

## Executive Summary School Accountability Report Card, 2005-06

### *For De Witt Nelson High School*

**Address:** 7650 South Newcastle Rd., Stockton, CA  
95213-9014

**Phone Number:** (209) 944-6168

**Principal:** John L. Pierce (A)

**Grade Span:** 8-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data as reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### **About This School**

DeWitt Nelson High School is located on the site of Northern California Youth Correctional Center, Stockton, California. One of three operating Juvenile Justice Facilities, DeWitt Nelson High School provides educational services for wards between the ages of 18 and 25 years of age.

#### **Student Enrollment**

Group	Enrollment
Number of Students	231
African American	29 %
American Indian or Alaska Native	0.02%
Asian	0.04%
Filipino	0.00%
Hispanic or Latino	52.0 %
Pacific Islander	0.0 %
White (Not Hispanic)	13.0%
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	95.0%
English Learners	6.0%
Students with Disabilities	0.0 %

#### **Teachers**

Indicators	Teachers
Teachers With Full Credential	16
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## School Facilities

DeWitt Nelson High School is a state run facility within the Department of Corrections and Rehabilitation, Division of Juvenile Justice. The physical plant maintenance and related expenditures for repair are paid from the institution's operations budget. During the 2005-2006 fiscal year, a site review indicated a need for additional classroom space and an action plan was developed to add 7 additional portable classrooms to serve the educational needs of wards.

Beginning in December 2006, a corrective action was begun with the preparation of the site for the new portable classrooms. This process included the needed modification to the electrical, water and sewage systems. In addition, a security alarm system was installed to accommodate the additional classrooms. Completion of the new buildings is planned for late April, with full occupancy scheduled for the May 2007.

## Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment (grades 9-12)	

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	---
District	---
State	\$7,127

DeWitt Nelson's budgeted funds from Prop 98 were \$3,919,494, Non-Prop 98 funds were \$295,774. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures.

## Student Performance

## Academic Progress

Subject	Students Proficient and Above on California Standards Tests	Indicator	Result
		<b>2006 API Growth Score (from 2006 API Growth Report)</b>	N/A
		<b>Statewide Rank (from 2005 API Base Report)</b>	N/A
		<b>2006-07 Program Improvement Status</b>	N/A
English-Language Arts	1	CEA schools are measured by the ASAM indicators.	
Mathematics	0	DeWitt Nelson ASAM indicators: 2.8 average monthly credit earned rate.	
Science	0	15.8% of seniors graduated in their senior year.	
History-Social Science	0	72 of 201 long term students were given pre and post reading achievement tests during 05/06 and 38 of those showed growth.	

## School Completion

## Postsecondary Preparation

Indicator	Result	Measures	Percent
Graduation Rate		Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma Graduates Who Completed All Courses Required for University of California and/or California State University Admission	0.0

# School Accountability Report Card Reported for School Year 2005-06

*Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	De Witt Nelson High	<b>District Name</b>	California Education Authority
<b>Street</b>	7650 South Newcastle Rd.	<b>Phone Number</b>	(916) 944-1500
<b>City, State, Zip</b>	Stockton, CA 95213-9003	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
<b>Phone Number</b>	(209) 944-6168	<b>Superintendent</b>	Glenda Pressley (A)
<b>Principal</b>	John L. Pierce (A)	<b>E-mail Address</b>	<a href="mailto:Glenda.Pressley@cdcr.ca.gov">Glenda.Pressley@cdcr.ca.gov</a>
<b>E-mail Address</b>	<a href="mailto:jpierce@cdc.ca.com">jpierce@cdc.ca.com</a>	---	---

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

### School Description and Mission Statement

DeWitt Nelson High School (DWNHS) is the educational component of DeWitt Nelson Youth Correctional Facility (DWNYSF) that houses an all-male population of juvenile offenders remanded by the California Juvenile Court. Ranging in ages between eighteen (18) and twenty-five years, wards are provided with the academic/vocational programs, which permit them to obtain a high school diploma and/or the State of California High School Equivalency Diploma (GED).

DWNYSF's current population is approximately 349 wards, of which approximately 230 are currently enrolled in a full-time educational program. The remaining population is comprised of wards having earned a GED and/or high school diploma. As a WASC accredited secondary school, DeWitt Nelson High School focuses on providing academic and vocational programs, which are aligned with the California Education Standards. The academic year is a two-semester system, with five periods 60-minutes class period per day and an additional three classes scheduled in the evening classes. Students receive in excess of a minimum of 240 minutes of instruction per day during a 220-day school year. In addition to core academic classes, wards are

required to earn 10 Character Education in Victim Awareness, Employability. All students are required to take a five-credit class in Transition, which provides them with information and skills to assist them to successfully re-enter their respective communities upon release.

## Dewitt Nelson High School Mission Statement

DWNHS's Mission Statement includes, "...commitment to provide students with a high school education; ... respect the rights and property of others; choose behaviors which promote a healthy mind and lifestyle; develop critical thinking skills; demonstrate pro-social behaviors, exhibit personal growth and learning through a cooperative therapeutic community experience.

This Mission Statement for the California Education Authority (CEA): **"The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner"**

## Opportunities for Parental Involvement

An integral component of a DWNHS's philosophy is to encourage and promote students to maintain positive relationships with family members. Unlike a public school, a correctional facility, by definition, restricts opportunities for daily interactions, and is limited to approved visitations by institutional policies. However, within the school setting, we attempt to offset these limitations by inviting M-2 sponsors (retired professionals from the community) to serve as tutors, and, in some cases, act as a surrogate parent for students who have experience limited or no contact with their family members. In addition to M-2 volunteers, Foster Grandparents assist both academic and vocational staff in their respective programs by providing a "safe" environment simply by their presence in a classroom or vocational shop.

Student who have met either their high school and/or GED graduation requirements are permitted to invite up to five (5) family and friends to the DWNHS graduation ceremony.

**Student Enrollment by Grade Level**  
This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	48
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	22
Grade 3	0	Grade 10	71
Grade 4	0	Grade 11	108
Grade 5	0	Grade 12	79
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	328

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	29.6	White (not Hispanic)	15.2
American Indian or Alaska Native	0.9	Multiple or No Response	0.0
Asian	4.9	Socioeconomically Disadvantaged	0.0
Filipino	0.6	English Learners	0.0
Hispanic or Latino	48.8	Students with Disabilities	0.0
Pacific Islander	0.0	---	---

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
K-3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3-4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4-8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	15	16										

## Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	14.6	7			9.2	9			10.7	11		
Mathematics	14.8	5			13.7	3			9.0	3		
Science	13.0	8			17.5	4			16.3	4		
Social Science	17.2	5			17.2	5			17.8	4		

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

DeWitt Nelson High School staff is provided with a personal, which is required to be checked daily prior to the beginning of the instructional day. In-Service training, and briefings by the custody personnel appraise educational staff regarding potential safety concerns when tension surface between rival gangs within the institution. School security monitors all student movements to and from the educational complex, providing direct intervention as needed. In addition to personal alarms, classrooms are equipped with an inter-com system, which aids in direct communication.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The staff within the school follow the same disciplinary procedures used throughout the institution, that is, a Progressive Disciplinary System that allows for the addressing of unacceptable behaviors by using a simple "check" through a "fact-finding", investigative procedure for more serious offenses. The design of the program is to correct an unacceptable through the loss of privileges for minor offenses through possible referral to the District Attorney for Prosecution for extremely serious offensive such a violent assaults. Drug trafficking, etc.

Documentation of inappropriate behaviors is computer-generated Behavioral Report, which is forwarded electronically to the student's disciplinary file. The decision regarding the final disposition of the behavior and subsequent penalty is the responsibility of the individual offender's Senior Correctional Counselor (SYCC).

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
<b>Suspensions</b>	0	0	0	0	0	0
<b>Expulsions</b>	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

DeWitt Nelson Correctional Facility was constructed in the late 1960s, more than 40 years ago. Students maintain the classrooms as part of their work experience in the Vocational Janitorial Program. The Vocational Landscaping Instructor maintains the lawns, shrubs, trees and irrigation as part of his instructional curriculum.

The Plant Operations department addresses major repairs, such as heating, electrical, air conditioning and sewage lines. Due to age of the buildings and systems, breakdowns occur frequently, but are usually brought back on line. Much of the physical plant and supporting infrastructure is past its prime, and disruptions to educational programming are frequent, especially during the winter and summer months when temperature is more extreme. Major repair costs are sometimes limited to budgetary constraints.

### School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

	Yes	No	
<b>Gas Leaks</b>	x		
<b>Mechanical Systems</b>		x	Heating/AC;Electrical;etc.does not meet current specifications of structural integrity due to age.
<b>Windows/Doors/Gates (interior and exterior)</b>	x		
<b>Interior Surfaces (walls, floors, and ceilings)</b>		x	Some age-generated deterioration. Reports submitted to Plant Operations.
<b>Hazardous Materials (interior and exterior)</b>	x		
<b>Structural Damage</b>		x	Some age-generated deterioration. Reports submitted to Plant Operations.
<b>Fire Safety</b>	x		
<b>Electrical (interior and</b>		x	Some age-generated deterioration. Reports



exterior)			submitted to Plant Operations.
<b>Pest/Vermin Infestation</b>		x	On-going/seasonal due to proximity to city landfill site.
<b>Drinking Fountains (inside and outside)</b>		x	Some age-generated deterioration. Reports submitted to Plant Operations.
<b>Restrooms</b>		x	Some age-generated deterioration. Reports submitted to Plant Operations.
<b>Sewer</b>		x	Substandard Due to Age
<b>Playground/School Grounds</b>		x	Riddled w/ground squirrel burrows
<b>Other</b>			

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2002-03	2003-04	2004-05	2005-06
<b>With Full Credential</b>	19	19	18	16
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	9

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	0	0	Pending
<b>Total Teacher Misassignments</b>	0	0	Pending
<b>Vacant Teacher Positions</b>	0	0	Pending

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100%	0
All Schools in District	95%	5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Substitute teachers, when available, are drawn primarily from Retired Annuitant pool and/or from Permanent Intermittent employees. Both are on an "as needed" basis and oftentimes, personal schedules and educational need are in conflict. Due to the extended time it takes to interview, a credentialed candidate, select a candidate, approximately 3 to 4 months lapse due to background checks, etc. Obviously this has a negative impact on the delivery of educational services when a substitute is needed and one is not available.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teachers complete an annual Individualized Training Program (ITP) from that is reviewed by the Assistant Principal and/or Principal. Teachers specifically identify areas of Professional Growth and/or academic goals that they plan to pursue during the next evaluation period. Using this instrument as a well as a classroom observation rubric, the evaluator (Administrator) rates the individual teacher regarding each component listed in the rubric as: Improvement Needed; Satisfactory, and/or Exceeds Expected Standards listed in their Duty Statement/Job Description for which they have been assigned to teach.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	
<b>Library Media Teacher (Librarian)</b>	1.0	---
<b>Library Media Services Staff (paraprofessional)</b>	0	---
<b>Psychologist</b>	1.0	---
<b>Social Worker</b>	0	---
<b>Nurse</b>	0	---
<b>Speech/Language/Hearing Specialist</b>	1	---
<b>Resource Specialist (non-teaching)</b>	2	---
<b>Other</b>	1.5	---

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Quality, Currency, and Availability of Textbooks and Instructional Materials</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Meets standards	0%
<b>Mathematics</b>	Exceeds Standards	0%
<b>Science</b>	Meets standards	0%
<b>History-Social Science</b>	New Textbooks on Order	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	N/A	N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state

levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	\$57,090
District	---	---	---	\$57,090
Percent Difference - School Site and District	---	---	---	
State	\$7,127	---	---	\$57,604
Percent Difference - School Site and State	---	---	---	1%

DeWitt Nelson's budgeted funds from Prop 98 were \$3,919,494, Non-Prop 98 funds were \$295,774. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled \$124,960. Special Education Grant funds totaled \$95,500.

The district budgeted totals for 05/06 Prop-98 were \$45,741,631, Non-Prop \$5,275,307, Title I \$1,739,234, Special Education Grant \$1,089,117.

### Types of Services Funded

Title 3/ELL  
 Carl Perkins/Part A - State Leadership  
 Carl Perkins/Part B - Secondary Education  
 Workforce Investment ACT – Adult Education, Family Literacy  
 Special Education/IDEA Part B  
 Library-Media Program  
 Prop 98/General Fund  
 Lottery – State Special Fund

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,528	\$37,671
Mid-Range Teacher Salary	\$57,090	\$63,121
Highest Teacher Salary	\$61,482	\$78,630
Average Principal Salary (Elementary)	---	---

<b>Average Principal Salary (Middle)</b>	---	---
<b>Average Principal Salary (High)</b>	\$74,258	\$111,909
<b>Superintendent Salary</b>	\$100,224	\$163,061
<b>Percent of Budget for Teacher Salaries</b>	95%	37.8%
<b>Percent of Budget for Administrative Salaries</b>	1%	5.2%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>English-Language Arts</b>	3	3	2	5.8	3.0	2.2	36	40	42
<b>Mathematics</b>	3	5	0	2.5	1.5	3.5	34	38	40
<b>Science</b>	0	3	0	2.5	0.7	1.7	25	27	35
<b>History-Social Science</b>	3	6	0	4	1.8	0.5	29	32	33

### CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
<b>African American</b>	0	*	*	0
<b>American Indian or Alaska Native</b>	*	*	*	*
<b>Asian</b>	*	*	*	*
<b>Filipino</b>	*	N/A		*
<b>Hispanic or Latino</b>	0	0	0	0
<b>Pacific Islander</b>	N/A	N/A	N/A	N/A
<b>White (Not Hispanic)</b>	*	*	*	0
<b>Male</b>	2	0	0	0
<b>Female</b>	N/A	N/A	N/A	N/A

<b>Economically Disadvantaged</b>	2	0	0	0
<b>English Learners</b>	0	*	*	0
<b>Students with Disabilities</b>	0	*	*	0
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A

\* To protect confidentiality scores are not shown when the number of students is 10 or less.

### Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>Reading</b>	11	No Data	No Data	8.2	No Data	No Data	43	41	42
<b>Mathematics</b>	8	No Data	No Data	6.6	No Data	No Data	51	52	53

### NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
<b>African American</b>	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A
<b>Asian</b>	N/A	N/A
<b>Filipino</b>	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A
<b>Pacific Islander</b>	N/A	N/A
<b>White (not Hispanic)</b>	N/A	N/A

<b>Male</b>	N/A	N/A
<b>Female</b>	N/A	N/A
<b>Economically Disadvantaged</b>	N/A	N/A
<b>English Learners</b>	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	29	30	42	11	9	4	34	44	47
<b>10</b>	43	44	44	27	26	26	49	44	47
<b>11</b>	64	52	55	44	38	41	56	54	55
<b>12</b>	79	69	72	65	57	66	76	72	72

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
<b>5</b>	N/A
<b>7</b>	N/A
<b>9</b>	0.0

## IX. Accountability

### Academic Performance Index

#### Adequate Yearly Progress

#### Federal Intervention Program

As an alternative school, DeWitt Nelson High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

DeWitt Nelson ASAM indicators:

2.8 average monthly credit earned rate.

15.8% of seniors graduated in their senior year.

72 of 201 long term students were given pre and post reading achievement tests during 05/06 and 38 of those showed growth.

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.0	0.0	0.0	3.2	3.3	3.1
Graduation Rate							86.7	85.3	84.9

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for DeWitt Nelson High School. However, the percentage of seniors graduating within their senior year at DeWitt Nelson High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

### Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.



Group	Graduating Class of 2006		
	School	District	State
All Students	24	25.3%	---
African American	8	6.5%	---
American Indian or Alaska Native	0	0.2 %	---
Asian	2	2.1%	---
Filipino	0	2.1%	---
Hispanic or Latino	9	12.2%	---
Pacific Islander	0	0.2%	---
White (not Hispanic)	4	4.1%	---
Socioeconomically Disadvantaged	24	25.3%	---
English Learners	7	7.3%	---
Students with Disabilities	6	7.9%	---

### Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Vocational Programs: Mil & Cabinet; Welding, Landscaping (includes Forklift); Electronics; Keyboarding; Janitorial Services. Also, students have access to Coastline Community College Courses through Correspondence courses.

### Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of Pupils	154
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0

### Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No data are available for this section

### College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Not offered.

### SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

DeWitt Nelson High School holds regularly scheduled Leadership Meetings to address curriculum development, assignment issues, and the overall delivery of educational services to students in accordance with adopted standards and in compliance with the WASC accreditation criteria.

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Education staff are encouraged to seek and participate in professional development through enrollment in local universities, participating in professional conferences and district-sponsored training such as SDAIE and/or CLAD certification classes. Also, ten days each calendar year are set aside for faculty to participate in these training opportunities.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,600	64,800
10	72,600	64,800
11	72,600	64,800
12	72,600	64,800

### Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

### Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Per CEA adopted master academic/vocational calendar, a half-day is scheduled each week so educational advisors can be meet with their students and/or hold student council meetings. In addition, faculty meetings, staff development as well mandated institutional training can be attended. In the 2006 school year there were 49 of these days.